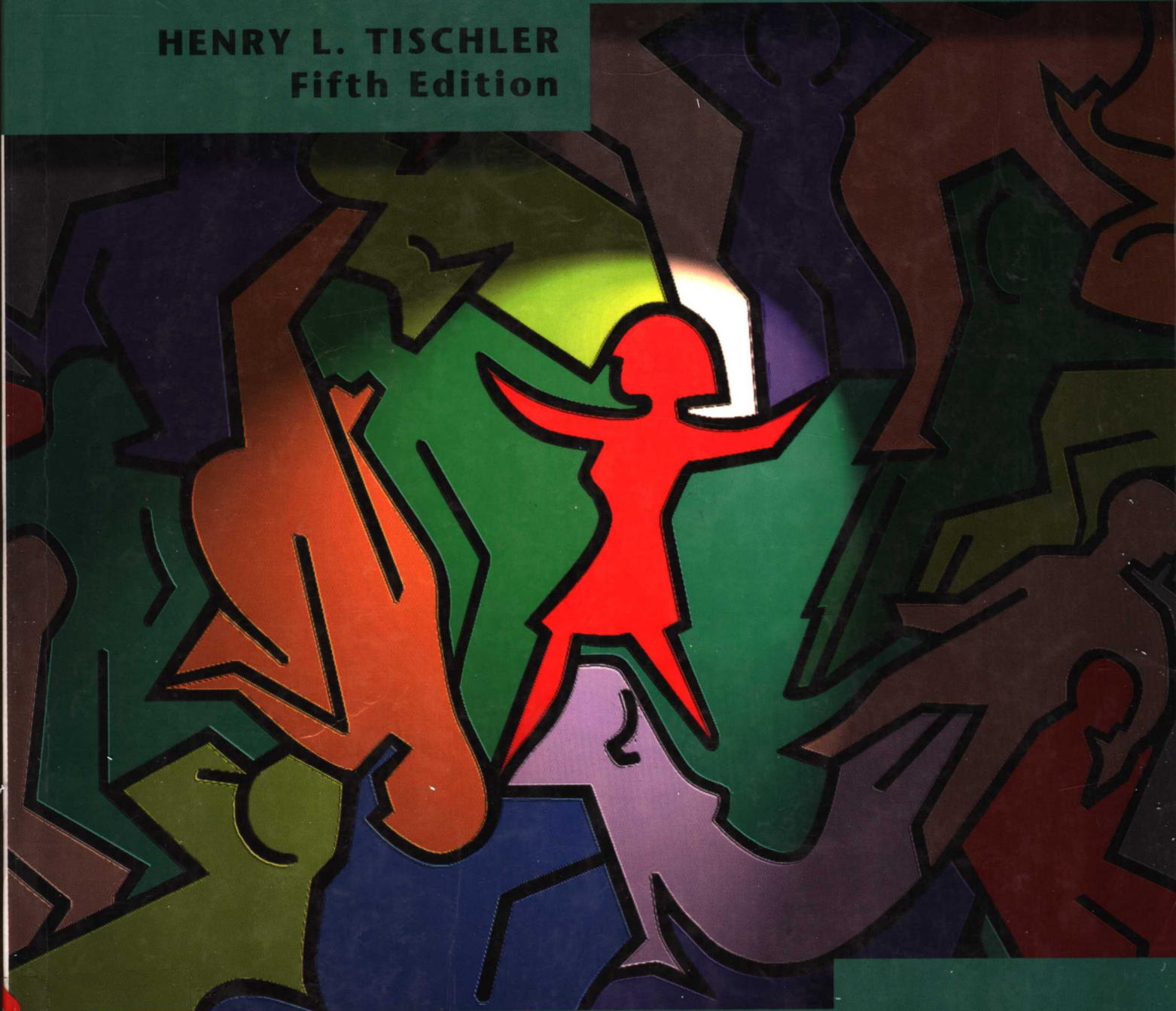


INTRODUCTION TO SOCIOLOGY

HENRY L. TISCHLER
Fifth Edition



Built-in **STUDY GUIDE** with **PRACTICE TESTS**
by **PATRICK J. ASHTON**



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INDIANA UNIVERSITY—PURDUE UNIVERSITY FORT WAYNE



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DEDICATED TO THE PEOPLE WHO HAVE TAUGHT ME THE
MOST ABOUT BEING A HUMAN BEING IN SOCIETY—

Linda, Melissa, and Ben

P R E F A C E

As a freshman at Temple University, my first experience with a college textbook was in my sociology course. I dutifully read the assigned chapter during my first week of class hoping to become familiar with the subject matter of this required course. The only problem was that I had no idea what the author was saying. The writing level was advanced, the style dense, and the book downright threatening, without photos or illustrations. After several hours of reading I felt frustrated and stupid, and I knew no more about sociology than when I started. If this was what college was going to be like, I was not going to make it, I thought. I remember admitting reluctantly that I was probably not what guidance counselors in that day referred to as "college material." I could picture myself dropping out after the first semester and looking for a job selling furniture or driving a cab. My family would be disappointed, but my father was a factory worker, and there was no family history of college attendance to live up to. I continued to struggle with the book and earned a *D* on the mid-term exam. After much effort, I managed to finish the course with a *C*, and a burning disinterest in the field of sociology. I did not take another sociology course for two years, and when I did it was "Marriage and the Family," the easiest course on campus.

I often wonder how I came from this inauspicious beginning to become a sociology professor, let alone the author of a widely used introductory sociology textbook. Then again, maybe it is not all that unusual, because that experience continues to have an effect on me each day. Those fifteen weeks helped to develop my view that little is to be gained by presenting knowledge in an incomprehensible or unnecessarily complicated way, or by making yourself unapproachable. Pompous instructors

and intimidating books are a disservice to education. Learning should be an exciting, challenging, and eye-opening experience, not a threatening one. I have taught my courses with this in mind and I hope that it comes through in this book.

One of the real benefits of writing five editions of this textbook is that I have been forced periodically to examine every concept and theory presented in an introductory course. In doing so I have approached the subject matter through a new set of eyes, and have consistently tried to find better ways of presenting the material. As instructors, we rarely venture into each other's classrooms, and hardly ever do we receive honest, highly detailed, and constructive criticism of how well we are transmitting the subject matter. In the writing of a textbook we do receive this type of information and we can radically restructure or fine tune our presentation. It is quite an education for those of us who have devoted our careers to teaching sociology.

STUDENT-ORIENTED EDITION

Prior to revising this edition of *Introduction to Sociology* we surveyed dozens of instructors to find out what they wanted in a textbook and what would assist them in the teaching of sociology, as well as satisfy student needs. Among other things, we learned that both students and instructors are concerned about the cost of textbooks. Introductory textbooks have become very attractive and expensive during the last decade, as publishers have added hundreds of color photos to the typical volume. This trend has caused the price of textbooks to increase, making them a substantial purchase for the typical student. In response to this concern

we have broken ranks with textbooks which we have typically competed with and have gone back to basics. A textbook, after all, is meant to be comprehensive and up to date and to serve as an important supplement to a course. It makes no sense to make a book so colorful, and therefore so expensive, that students often forgo purchasing it. To give students the best value for the dollar, we use black-and-white photos instead of color and a soft rather than a hard cover. In this way students will be getting far greater value because nothing of educational content is sacrificed to produce this saving.

We are not, however, content to merely provide a better value. We also wanted to provide a better book. From our survey we also learned that both instructors and students wanted a study guide and practice exams to assist with both teaching and learning. We have therefore included a full study guide with this book that is as extensive, if not more so, than those typically sold separately. By this unusual move, students will be able to purchase the combined textbook and study guide for considerably less than the price of a typical textbook. In fact, the price for our textbook/study guide combination will most likely be lower than the *used* copy price of a typical introductory sociology textbook.

PRESENTATION

Even though I began my college career as one of the less-capable students, I was fascinated by what college had to offer. Where else could you be exposed to so much about a world that is so interesting? Belatedly, I began to realize that a great deal of what is interesting falls into the field of sociology. My goal in this book is to demonstrate the vitality, interest, and utility associated with the study of sociology. Examining society and trying to understand how it works is an exciting and absorbing process. I have not set out to make sociologists of my readers (although if that happens I will be delighted), but rather to show how sociology applies to many areas of life and how it is used in day-to-day activities. In meeting this objective I have focused on two basic ideas: that sociology is a rigorous scientific discipline and that a basic knowledge of sociology is essential for understanding social interaction in many different settings, whether they be work or social. In order to understand society, we need to un-

derstand how it shapes people and how people in turn shape society. We need to develop a new way of understanding the world we have been experiencing for so many years.

Each chapter progresses from a specific to a general analysis of society, with each part introducing increasingly more comprehensive factors necessary for a broad-based understanding of social organization. Great care has been taken to structure the book in such a way as to permit flexibility in the presentation of the material. Each chapter is self-contained and, therefore, may be taught in any order.

It has taken nearly two years to produce this revision. Every aspect of this book has been updated and a great deal has been changed. The information is as current and up-to-date as possible and there are hundreds of 1990 through 1995 references.

A COMPARATIVE AND CROSS-CULTURAL PERSPECTIVE

Sociology is a highly organized discipline shaped by several theoretical perspectives or schools of thought. It is not merely the study of social problems or the random voicing of opinions. In this book no single perspective is given greater undue emphasis; a balanced presentation of both functionalist theory and conflict theory is supplemented whenever possible by the symbolic interactionist viewpoint.

The book has received a great deal of praise for being cross-cultural in approach and for bringing in examples from a wide variety of societies. Sociology is concerned with the interactions of people wherever and whenever they occur. It would be shortsighted, therefore, to concentrate on only our own society. Often, in fact, the best way to appreciate our own situation is through comparison with other societies. We use our cross-cultural focus as a basis for comparison and contrast with U.S. society.

FEATURES

OPENING VIGNETTES

Each chapter begins with a lively vignette that introduces students to the subject matter of the chapter. Many of these are from real-life events that the students can relate to, such as the discussion of childhood hunger (Chapter 1), education in inner city schools (Chapter 13), and the impact of the computer revolution

(Chapter 19). Others deal with unusual circumstances that remind students that there is a wide range of events that sociology applies to. Examples include the use of wet nurses throughout history (Chapter 4), whites who claim to be black (Chapter 9), a transsexual who believes there are dozens of genders (Chapter 10), the Chinese one-child population control policy (Chapter 15), and giving birth in rural India (Chapter 17).

SOCIOLOGICAL CONTROVERSY BOXES

These special boxes at the end of each chapter are designed to show students two sides to an issue. This section will help students realize that most social events require close analysis and that hastily drawn conclusions are often wrong. The students will see that to be a good sociologist one must be knowledgeable about disparate positions and must be willing to question the validity of all statements.

Included in this section are such controversies as “Is There a Difference between Sociology and Journalism?” (Chapter 1), “How Much Faith Should We Put in Political Polls?” (Chapter 2), “Is There a Language Instinct?” (Chapter 3), “Is Daycare Harmful to Children?” (Chapter 4), and “Can We Control Trial Outcomes through Jury Manipulation?” (Chapter 5), “Does Capital Punishment Deter Murderers?” (Chapter 6), “What Causes the Gap between the Rich and the Poor?” (Chapter 7), “Is Transracial Adoption Cultural Genocide?” (Chapter 9) “Euthanasia—What is the Good Death?” (Chapter 10), “Are Fathers Necessary?” (Chapter 11), “Are Religious Cults Dangerous?” (Chapter 12), “Is There Gender Bias in the Classroom?” (Chapter 13), “Why Isn’t the U.S. Infant Mortality Rate Lower?” (Chapter 15), “How Many Homeless are Mentally Ill?” (Chapter 16), and “Is Disease Caused by Our State of Mind?” (Chapter 17).

TAKING THE SOCIOLOGICAL PERSPECTIVE

These boxes, in selected chapters, expand on a concept, theory, or issue discussed in the chapter. They allow instructors and students to examine a specific situation in depth and see its application to sociology. Some of the boxes in this section are the following: “The Conflict between Being a Researcher and Being a Human Being” (Chapter 3), “Domestic Violence Against Women: A Historical Perspective”

(Chapter 6), “How Easy Is It to Change Social Class?” (Chapter 7), “Gender and the Academic Experience” (Chapter 10), “Human Societies and the Concept of God” (Chapter 12), “Will Computer Games Transform Education?” (Chapter 13), “The Importance of Presidential Concession Speeches” (Chapter 14), “Do We Focus on Sick Care Instead of Health Care?” (Chapter 17), and “Do Men’s Groups Constitute a Social Movement?” (Chapter 18).

SOCIOLOGY AT WORK

In selected chapters, special interviews with people doing sociologically related research within the topic of discussion will allow students to experience the vibrant nature of the field of sociology. This section includes Jack Levin on Serial Murderers and Mass Murderers (Chapter 6), Orlando Patterson on Slavery and Freedom (Chapter 9), Arlie Hochschild on Working Parents (Chapter 11), Deborah Tannen on Communication between Men and Women (Chapter 10), Jonathan Kozol on Unequal Schooling (Chapter 13), Paul Ehrlich on the Population Explosion (Chapter 15), William H. Whyte on the Role of the City Center (Chapter 16), Julia T. Wood on Women and Men and the Caretaker Role (Chapter 17), and George Ritzer on the McDonaldization of Society (Chapter 19).

STUDY GUIDE

The interactive workbook study guide, by Patrick Ashton, is now fully integrated into the book, so that upon finishing the reading of a chapter, students can review the material immediately, without having to search for it elsewhere in the book. This should encourage students to see the study guide as an integral part of the learning process.

The study guide contains detailed chapter summaries, a listing of the major learning objectives of the chapter, and practice tests that provide for ample opportunity to review the material. Whereas other practice tests are limited to recognition and recall items, ours ask students to engage in such higher-level cognitive skills as analysis, application, and synthesis. The tests encourage students to think critically and apply the material to their experiences. All key terms and key sociologists are discussed, and matching exercises are included. All of these tools will be very useful for students preparing for essay exams and research

papers. The textbook also includes the important section "How to Get the Most Out of Sociology," which discusses general study techniques and provides specific recommendations on how to use the textbook, study guide, practice tests, and lecture material in preparing for exams and getting the most out of the introductory sociology course.

THE ANCILLARY PACKAGE

The primary objective of a textbook is to provide clear information in a format that promotes learning. In order to assist the instructor in using *Introduction to Sociology* an extensive ancillary package has been developed to accompany the book.

INSTRUCTOR'S MANUAL AND TEST BANK

Patrick J. Ashton of Indiana University—Purdue University Fort Wayne prepared the instructor's manual and test bank, as well as the student study guide. This provides for unusual consistency and integration among all elements of the teaching and learning package. Both the new and experienced instructor will find plenty of ideas in this Instructor's Manual, which is closely correlated to the textbook and the student study guide. Each chapter of the manual includes teaching objectives, key terms, lecture suggestions, activities, discussion questions, and formatted handouts for many topics. The Instructor's Manual also contains an annotated list of resources for students for reference or as a handout. The Test Bank contains multiple-choice, true/false, and essay questions keyed to each learning objective. These test items are page referenced to the textbook and include significant numbers of application as well as knowledge questions. Story problems use names drawn from a variety of cultures, reflecting the diversity of U.S. society. Instructors requested that the questions be tied to the Practice Tests, and we followed that suggestion.

COMPUTERIZED TEST BANK

The computerized version of the Test Bank, available for IBM and Macintosh computers, allows instructors to modify and add questions, as well as to create, scramble, and print tests and answer keys. A telephone hotline is available for anyone who experiences difficulty with the program or its interface with a particular printer.

COMPUTER SOFTWARE

Several exciting software packages are available to instructors. These include:

- ▶ **LectureActive** presentation software accompanies the videodisc *Sociological Insights for a Changing World*.
- ▶ **SimCity**TM simulation software shows the user how to create a society using environmental, economic, and geographic variables.
- ▶ **SocialStat**, a data analysis package for novices, runs frequency distributions, histograms, crosstabs, scatterplots, and mean charts.

VIDEODISCS AND VIDEOS

The instructor has the option of choosing from an extensive collection of videos to enhance the classroom learning experience. These include:

- ▶ **Sociological Insights for a Changing World**, a videodisc, offers 10 teaching modules on such topics as the 1960s drug culture, patterns of deviance, racism, and religion.
- ▶ **Crime File** includes thirteen videos on America's critical criminal justice issues.
- ▶ **Growing Old in a New Age**, from the Annenberg/CPM series, features commentary by gerontological experts. Conversations held over a two-year period with more than 75 older adults reveal a developmental picture of aging.
- ▶ **"In My Country . . .": An International Perspective on Gender** illustrates cultural diversity from around the world and how gender paradigms shape our experience.
- ▶ **The Deadly Deception**, from NOVA®, investigates one of the most infamous human medical experiments, the "Tuskegee Study of Untreated Syphilis in the Negro Male."
- ▶ **Marriage and the Family** includes the films *Family in Crisis*, *An American Stepfamily*, *Children of Divorce*, *Being a Single Parent*, *Day Care Grows Up*, *Beyond Macho*, and *Family and Survival*.
- ▶ **Social Issues Quarterly Report**, excerpts from the MacNeil/Lehrer PBS television news, provides lively, timely presentation of sociology-related events for class discussion.

- **Sociological Imagination**, programs from the telecourse by Dallas County Community College, include *Sociological Thinking and Research*, *Culture, Cities and Populations*, *The Process of Deviance*, *Social Class*, *The Importance of Sex and Gender*, *Family, Religion in America*, *Political Systems*, *Science and Technology*, *Collective Behavior*, *Social Movements*, and *Social Change*.
- **Films for the Humanities and Sciences** include *The Mind of a Serial Killer*, *The Death Penalty*, *The Capital Punishment Industry*, *Crime and Human Nature*, *Prisoner on the Run*, *Bad Cops or Cops Getting a Bad Rap?* and *Date Rape on College Campus*.

AUDIO TAPES

Two 90-minute audio tapes have been prepared for use by instructors of this edition. The tapes include excerpts from my weekly half-hour author interview program on National Public Radio. The authors interviewed on these tapes are discussed in this book in the chapter opening vignettes or one of the boxes. The tapes can be used to present additional information on the chapter topic, either by playing excerpts from them in class or incorporating the material into the instructor's lectures.

OVERHEAD TRANSPARENCIES

These acetates, based on the latest available data, illustrate a variety of subjects in the sociology curriculum.

ACKNOWLEDGMENTS

The textbook and study guide manuscripts have been written after an extensive survey of faculty at a wide variety of institutions. I am grateful for the thoughtful contributions of the following persons: Froud Stephen Burns, Floyd Junior College; Peter Chroman, College of San Mateo; William D. Curran II, South Suburban College; Brad Elmore, Trinity Valley Commu-

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A project of this magnitude becomes a team effort, with many people devoting enormous amounts of time to ensure that the final product is as good as it can possibly be. At Harcourt Brace, Stephen T. Jordan, the senior acquisition editor, ushered this project through its many stages. Sarah Helyar Smith, the developmental editor, managed to keep the book on schedule; Steve Norder, senior project editor, along with art director Garry Harman and senior production manager Kenneth A. Dunaway, made sure that all those things that need to be done between the time the manuscript leaves the author's hands and becomes a book got done. It was a privilege to have the support and assistance of these very capable people. I would also like to thank Chris Klein, former sociology editor and now editor-in-chief, for his involvement and concern with this book.

I am also grateful to all those students and instructors who have shared with me their thoughts about this book over the years. Please continue to let me know how you feel about this book.

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A WORD TO THE STUDENT

HOW TO GET THE MOST OUT OF SOCIOLOGY

By Michael F. O'Hear and
Patrick J. Ashton

EFFECTIVE STUDY: AN INTRODUCTION

Why should you read this essay? If you think you have an A in your back pocket, perhaps you shouldn't. Maybe you are just not interested in sociology or about learning ways to become a really successful student. Maybe you're just here because an advisor told you that you need a social science course. Maybe you feel, "Hey, a C is good. I'll never need this stuff." If so, you can stop reading now.

BUT if you want to ace sociology—thereby becoming a more effective participant in society and social life—and if you want to learn some techniques to help you in other classes too, this is for you. It's filled with the little things no one ever seems to tell you that improve grades, make for better understanding of classes—and may even make classes enjoyable for you. The **CHOICE** is yours: **To read, or not to read.** Be forewarned. These contents may challenge the habits of a lifetime—habits that have gotten you this far, but ones that may endanger your future success.

This essay contains ways to help you locate major ideas in your textbook. It contains many techniques that will be of help in reading your other course textbooks. If you learn these techniques early in your college career, you will have a head start on most other college students. You will be able to locate important information, understand lectures better, and probably do better on tests. By understanding the material better, you will not only gain a better understanding of sociology, but might well find that you are able to enjoy your class more. **Warning: READ AT YOUR OWN RISK.**

THE PROBLEM: PASSIVE READING

Do you believe reading is one-way communication? Do you expect the author's facts will become apparent if you only read hard enough or long enough? (Many students feel this way.) Do you believe the writer has buried critical material in the text somewhere, and that you need only find and highlight it to get all that's important? And do you believe that if you can memorize these highlighted details, you will do well on tests? If so, then you are probably a passive reader.

The problem with passive reading is that it makes even potentially interesting writing boring. Passive reading reduces a chapter to individual, frequently unrelated facts instead of providing understanding of important concepts. It seldom digs beneath the surface, relying on literal meaning rather than sensing implications. Since most college testing relies on understanding of key concepts rather than simple factual recall, passive reading fails to significantly help students to do well in courses.

THE SOLUTION: ACTIVE READING

Active reading is recognizing that a textbook should provide two-way communication. It involves knowing what aids are available to help understand the text and then using them to find the meaning. It involves prereading and questioning. It includes recording of questions, vocabulary learning, and summarizing. Still, with all of these techniques, it frequently takes less time and produces significantly better results than passive reading.

This textbook—especially the Study Guide—is designed to help you become an active

reader. For your convenience, the study guide material related to each chapter appears right after that chapter. Study Guide pages are edged in color for easy reference. In the Study Guide, you will find a variety of learning aids based on the latest research on study skills. If you get into the habit of using the aids presented here, you can apply similar techniques to your other textbooks and become a more successful learner.

EFFECTIVE READING: YOUR TEXTBOOK

As an active reader, how should you approach your textbook? Here are some techniques for reading text chapters that you should consider.

1. Think first about what you know.

Read the title of your chapter; then ask yourself what experiences you have had that relate to that title. For example, if the title is "Social Interaction and Social Groups," ask yourself "In what ways have I interacted with others in social situations? Have I ever been part of a social group? If so, what do I remember about the experience?" Answers to these questions personalize the chapter by making it relate to your experiences. They provide a background for the chapter, which experts say improves your

chances of understanding the reading. They show that you do know something about the chapter so that its content won't be so alien.

2. Review the learning objectives in the Study Guide. Not all textbooks or study guides provide learning objectives as this one does, but, where available, they can be a valuable study aid. Learning objectives are stated in behavioral terms—they tell you what you should be able to *do* when you finish the chapter. Ask yourself questions about the tasks suggested in each learning objective and then read to find the information needed to accomplish that task. For instance, if a learning objective states "Explain how variations in the size of groups affect what goes on within them," then you'll want to ask yourself something like "How do groups vary in size?" and "How does each variation affect interaction within the group?"

3. Prior to reading the textbook chapter, read the chapter summary in your Study Guide as a index to important terms and ideas. The Study Guide following each chapter contains a comprehensive, detailed summary, divided into sections by the main headings of the chapter. This is a great benefit for you since the summary includes all the points you need to understand. Critical

Key Features of the Study Guide

For each chapter you will find the following:

Comprehensive set of learning objectives

objectives cover all major issues raised in the chapter
behavioral objectives emphasize acquisition of skills

Detailed chapter summary

contains all the main points of the chapter separated by major headings
identifies all key terms in boldface and defines them in terms identical to the text

Comprehensive set of application exercises for each learning objective

stresses comprehension and application for the major dimensions of each objective
presented in workbook fashion, with space to write in your own answer

Key concepts matching exercise

includes every term defined in the chapter
promotes association of major thinkers with their key ideas or findings
provides correct answers

Key thinkers/researchers matching exercises (where relevant)

includes every important theorist or researcher discussed in the text
promotes association of major thinkers with their key ideas or findings
provides correct answers

Critical thinking/application questions

promotes depth in reflecting on the material
encourages creative application of the important concepts to everyday life
presented in increasing levels of complexity, abstraction, and difficulty
provides help in preparing for essay exams and papers

Comprehensive practice test

includes questions on all major points in the chapter
includes true/false, multiple choice, and essay questions
provides correct answers

terms for the chapter appear in boldface and are defined for you. You may find items in the summary you know already. You may be able to read more quickly through sections covering these items. Some items you may not know anything about. This tells you where to spend your reading time. **A good rule:** Study most what you know least. In most other textbooks, the summary will be found at the end of the chapter. Wherever it is, the summary is often your best guide to important material.

4. Pay attention to your chapter outline. This textbook, like most other introductory college textbooks, has an outline at the beginning of each chapter. If you do nothing else besides reading the summary and going through this outline before reading the chapter, you will be far ahead of most students because you will be clued in on what is important. The outline indicates the way ideas are organized in the chapter and how those ideas relate to one another. Certain ideas are indented to show that they are subsets or parts of a broader concept or topic. Knowing this can help you organize information as you read.

5. Question as you read. Turn your chapter title into a question, then read up to the first heading to find your answer. The answer to your question will be the main idea for the entire chapter. In forming your question make sure it contains the chapter title. For example, if the chapter title is "Doing Sociology: Research Methods," your question might be "What research methods does sociology use?" or "Why do you need research methods to do sociology?"

As you go through the chapter, turn each heading into a question, then read to find the answer. Most experts say that turning chapter headings into questions is a *most valuable* step in focusing reading on important information. You may also want to use the learning objectives in the Study Guide as questions, since you know that these objectives will point you toward the most important material in a section. However, it is also a good idea to form your own questions to get into practice for books not containing this helpful aid. A good technique might be to make your own question, then to check it against the appropriate Study Guide objective before reading. In any case, use a question, then highlight your answer in the text. This will be the most important information under each heading. Don't read as

if every word is important; focus on finding answers.

6. Pay attention to graphic aids. As you read, note those important vocabulary words appearing in bold type. Find the definitions for these words (in this book, definitions will appear in italics right next to key words) and highlight them. These terms will be important to remember. Your Study Guide identifies all of these important terms in the sections headed "Chapter Summary" and "Key Concepts." A "Key Thinkers/Researchers" section, if applicable, identifies the sociologists and other important thinkers in the chapter worth remembering. Both the Key Concepts and the Key Thinkers/Researchers sections are organized as matching exercises. While the concepts or thinkers are listed in scrambled order, the definitions and descriptions are in the same order in which they appear in the chapter. Testing yourself after you read a text chapter (the answer key is at the end of the Study Guide chapter) will let you know if you recognize the main concepts and researchers.

Pay attention to photos and photo captions. They make reading easier because they provide a visualization of important points in the textbook. If you can visualize what you read, you will ordinarily retain material better than people who don't use this technique. Special boxed sections usually give detailed research information about one or more studies related to a chapter heading. For in-depth knowledge, read these sections, but only after completing the section to which they refer.

Guidelines for Effective Reading of Your Textbook

1. Think first about what you know.
2. Review the learning objectives in the Study Guide.
3. Prior to reading the textbook chapter, read the chapter summary in your Study Guide as an index to important terms and ideas.
4. Pay attention to your chapter outline.
5. Question as you read.
6. Pay attention to graphic aids.
7. When in doubt, use clues to find main ideas.
8. Do the exercises in the Study Guide.
9. Review right after reading.

The main text will provide the background for a better understanding of the research, and the visualization provided by the boxed information will help illuminate the text discussion.

7. When in doubt, use clues to find main ideas. It is possible that, even using the questioning technique, there could be places where you are uncertain if you're getting the important information. You have clues both in the text and in the Study Guide to help you through such places. In the text, it helps to know that main ideas in paragraphs occur more frequently at the beginning and end. Watch for repeated words or ideas—these are clues to important information. Check examples; any point that the author uses examples to document is important. Be alert for key words (such as *first*, *second*, *clearly*, *however*, *although*, and so on); these also point to important information. Names of researchers (except for those named only within parentheses) will almost always be important. For those chapters in which important social scientists are discussed, you will find a "Key Thinkers/Researchers" section in your Study Guide. The section entitled "Learning Objectives—Exercises" also contains clues. Material mentioned in the learning exercises is probably important to remember.

8. Do the exercises in the Study Guide. The Learning Objectives/Exercises in the Study Guide are designed as both an encouragement and a model of active learning. The exercises are not about mere regurgitation of material. Rather, you are asked to analyze, evaluate, and apply what you read in the text. By completing these exercises you are following two of the most important principles we have articulated in this essay: you are actively processing the material, and you are applying it to your own life and relating it to your own experiences. This is a guaranteed recipe for learning.

9. Review right after reading. Most forgetting takes place in the first day after reading. A review right after reading is your best way to hold text material in your memory. A strong aid in doing this review is your Study Guide. If a brief review is all you have time for, return to the Learning Objectives at the beginning of the Study Guide. Can you do the things listed in the objectives? If so, you probably know your material. If not, check the objective and reread the related chapter section to get a better understanding.

An even better review technique is to complete—if you haven't already done so—the exercises in the Learning Objectives/Exercises section. Writing makes for a more active review, and if you can do the exercises, you will have the information you need from the chapter. If there are blanks in your knowledge, you can check the appropriate section of text, and write the information you find in your Study Guide. This technique is especially valuable in classes requiring essay exams or papers, as it gives you a comprehensive understanding of the material as well as a sense of how it can be applied to real-world situations.

For a slightly longer, but more complete review, do the Key Concepts and Key Thinkers/Researchers matching tests. These will assure you that you have mastered the key vocabulary and know the contributions of the most important researchers mentioned in the chapter. Since a majority of test questions are based on understanding of vocabulary, research findings, and major theories, you will be assuring yourself of a testing benefit during your review.

It is also a good idea to review the Critical Thinking/Application Questions in the Study Guide. One key objective of sociology—indeed, of all college courses—is to help you develop critical thinking skills. Though basic information may change from year to year as new scientific discoveries are made, the ability to think critically in any field is important. If you get in the habit of going beyond surface knowledge in sociology, you can transfer these skills to other areas. This can be a great benefit not only while you're in school but afterwards as well. As with the Learning Objectives/Exercises section, these questions provide the kind of background that is extremely useful for essay exams.

What other methods would an active student use to improve understanding and test scores in sociology? The next several sections present a variety of techniques.

FUNCTIONING EFFECTIVELY IN CLASS

To function effectively in class, you must of course be there. While no one may take attendance or force you to be present, studies show that you have a significantly greater chance of succeeding in your class if you attend regularly. Lecture material is generally important—and it is given only once. If you miss a lecture,

GUIDELINES FOR EFFECTIVE FUNCTIONING IN CLASS

1. Begin each class period with a question.
2. Ask questions frequently.
3. Join in classroom discussion.

GUIDELINES FOR EFFECTIVE STUDYING

1. When possible, study at the same time and place each day.
2. Study in half-hour blocks with five minute breaks.
3. Review frequently.
4. Don't mix study subjects.
5. Reward yourself when you're finished.

in-class discussion, game, or simulation, there is no really effective way to make it up.

Assuming you are present, there are two ways of participating in your sociology class: actively and passively. Passive participation involves sitting there, not contributing, waiting for the instructor to tell what is important. Passive participation takes little effort, but it is unlikely to result in much learning. Unless you are actively looking for what is significant, the likelihood of finding the important material or of separating it effectively from what is less meaningful is not great. The passive student runs the risk of taking several pages of unneeded notes, or of missing key details altogether.

Active students **begin each class period with a question**. "What is this class going to be about today?" They find an answer to that question, usually in the first minute, and use this as the key to important material throughout the lecture or other activity. When there is a point they don't understand, they **ask questions**. Active students know that many other students probably have similar questions, but are afraid to ask. Asking questions allows you to help others while helping yourself. Active students also know that what seems a small point today may be critical to understanding a future lecture. Such items also have a way of turning up on tests. If **classroom discussion**

is called for, active students are quick to **join in**. And the funny thing is, they frequently wind up enjoying their sociology class as they learn.

EFFECTIVE STUDYING

As you study your sociology text and notes, both the method you use and the time picked for study will have effects on comprehension. Establishing an effective study routine is important. Without a routine, it is easy to put off study—and put it off, and put it off . . . until it is too late. To be most effective, follow the few simple steps listed below.

1. When possible, study at the same time and place each day. Doing this makes use of psychological conditioning to improve study results. "Because it is 7:00 p.m. and I am sitting at my bedroom desk, I realize it is time to begin studying sociology."

2. Study in half-hour blocks with five minute breaks. Long periods of study without breaks frequently reduce comprehension to the 40 percent level. That is most inefficient. By using short periods (about 30 minutes) followed by short breaks, you can move that comprehension rate into the 70 percent range. Note that if 30 minutes end while you are still in the middle of text section, you should go on to the end of that section before stopping.

3. For even more efficient study, review frequently. Take about a minute at the end of each study session to mentally review what you've studied so far. When you start the next study session, spend the first minute or two rehearsing in your mind what you studied in the previous session. This weaves a tight webbing in which to catch new associations. Long-term retention of material is aided by frequent review, about every two weeks. A ten-minute review planned on a regular basis saves on study time for exams and insures that you will remember needed material. Another useful way to review is to try to explain difficult concepts or the chapter learning objectives to someone else. One problem students often have is that, while studying and reviewing the material by themselves they *think* they know it, only to have that knowledge desert them at the time of the exam. Trying to explain something to someone else forces us to be clear about key points and to discover and articulate the rela-

tionship among the components of an idea. Ask your friends or family to bear with you as you try to explain the material. After all, they will learn something as well!

4. Don't mix study subjects. Do all of your sociology work before moving on to another course. Otherwise, your study can result in confusion of ideas and relationships within materials studied.

5. Finally, reward yourself for study well done. Think of something you like to do, and do it when you finish studying for the day. This provides positive reinforcement, which makes for continued good study.

SUCCESSFULLY TAKING TESTS

Of course, tests are a payoff for you as a student. Tests are where you can demonstrate to yourself and to the instructor that you really know the material. The trouble is, few people have learned how to take tests effectively. And knowing how to take tests effectively makes a significant difference in exam scores. Here are a few tips to improve your test-taking skills.

STUDYING FOR TESTS

1. Think before you study. All material is not of equal value. What did the instructor emphasize in class? What was covered in a week? A day? A few minutes? Were any chapters emphasized more than others? Which learning objectives did your instructor stress? Review the Key Thinkers/Researchers and Key Concepts sections in your Study Guide for important people and terms. Which of these were given more emphasis by your instructor? Use these clues to decide where to spend *most* of your study time.

2. Begin study a week early. When you start early, if you encounter material you don't know, you have time to find answers. If you see that you know blocks of material already, you have saved yourself time in future study sessions. You also avoid much of the forgetting that occurs with last-minute cramming.

3. Put notes and related chapters together for study. Integrate the material as much as possible, perhaps by writing it out in a single, comprehensive format. A related technique is to visualize the material on the pages of the text and in your notes. You may even want to think of a visual metaphor for some of the key ideas. This way you can see and re-

GUIDELINES FOR SUCCESSFULLY TAKING TESTS

STUDYING FOR THE TEST

1. Think before you study.
2. Begin study a week early.
3. Put notes and related chapters together for study.
4. Take practice tests.

TAKING THE TEST

1. Don't come early; don't come late.
2. Be sure you understand all the directions before you start answering.
3. Read through the test, carefully answering only items you know.
4. Now that you've answered what you know, look carefully at the other questions.
5. If you finish early, stay to check answers.
6. Don't be distracted by other test takers.
7. When you get your test back, use it as a learning experience.

member the connections between similar subjects or similar treatments of the same subject. Grouping the material will also make your studying much more efficient. As you study, don't stop for unknown material. Study what you know. Once you know it, go back and look at what you don't know yet. There is no need to study again what you already know. Put it aside, and concentrate on the unknown.

4. Take practice tests. When you have completed your studying, take the appropriate practice test for each chapter. These tests are grouped together at the back of the book. Tests include true/false and multiple-choice questions, with comprehensive or thematic essays at the end. Each test is divided into sections by major headings in the chapter. Within each section, questions are presented in scrambled order, as they are likely to be on the actual test. Taking the practice test contains a double benefit. First, if you get a good score on this test, you know that you understand the material. Second, the format of the practice test is very similar to that of real tests. For this reason, you should develop confidence in your ability to succeed in course tests from doing well on the practice tests. If your course tests include essay questions, you should, in addition to the

practice test essays, use the Learning Objectives and Critical Thinking/Application Questions sections to prepare and practice focused, in-depth answers.

TAKING THE TEST

1. Don't come early; don't come late.

Early people tend to develop anxieties; late people lose test time. Studies show that people who discuss test material with others just before a test may forget that material on the test. This is another reason that arriving too early puts students in jeopardy. Get there about two or three minutes early. Relax and visualize yourself doing well on the test. After all, if you followed the study guidelines discussed above, you can't help but do well! Be confident; repeat to yourself as you get ready for the test, "I can do it! I will do it." This will set a positive mental tone.

2. Be sure you understand all the directions before you start answering.

Not following directions is the *biggest cause* of lost points on tests. Ask about whatever you don't understand. The points you save will be your own.

3. Read through the test, carefully answering only items you know. Be sure you read every word and every answer choice as you go. Use a piece of paper or a card to cover the text below the line you are reading. This can help you focus on each line individually—and increase your test score.

Speed creates a serious problem in testing. The mind is moving so fast that it is easy to overlook key words such as *except*, *but*, *best example*, and so on. Frequently, multiple choice questions will contain two close options, one of which is correct, while the other is partly correct. Moving too fast without carefully reading items causes people to make wrong choices in these situations. Slowing your reading speed makes for higher test scores.

The mind tends to work subconsciously on questions you've read but left unanswered. As you're doing questions later in the test, you may suddenly have the answer for an earlier question. In such cases, answer the question right away. These sudden insights quickly disappear and may never come again.

4. Now that you've answered what you know, look carefully at the other questions. Eliminate alternatives you know are wrong, and then *guess*. Never leave a blank

on a test. You do not have a 25 percent chance when you guess on a four-item multiple choice question, but you have a chance. And *a* chance is better than *no* chance.

5. If you finish early, stay to check answers. Speed causes many people to give answers that a moment's hesitation would show to be wrong. Read over your choices, especially those for questions that caused you trouble. Don't change answers because you suddenly feel one choice is better than others. Studies show that this is usually a bad strategy. However, if you see a mistake, or have genuinely remembered new information, change your answer.

6. Don't be distracted by other test takers. Some people become very anxious because of the noise and movement of other test takers. This is most apparent when several people begin to leave the room after finishing their tests. Try to sit where you will be least apt to see or interact with other test takers. Usually this means sitting toward the front of the room and close to the wall furthest from the door. Turn your chair slightly toward the wall, if possible. The more you insulate yourself from distractions during the test, the better off you will be.

Don't panic when other students finish their exam before you do. Accuracy is always more important than speed. Work at your own pace and budget your time appropriately. For a timed test, always be aware of the time remaining. This means that, if a clock is not visible in the classroom, you need to have your own wristwatch. Take as much of the available time as you need to do an accurate and complete job. Remember, your grade will be based upon the answers you give, and not on whether you were the first—or the last—to turn in your exam.

7. When you get your test back, use it as a learning experience. Diagnosing a test after it is returned to you is one of the most effective strategies for improving your performance in a course. What kind of material was on the test: theories, problems, straight facts? Where did the material come from: book, lecture, or both? The same kind of material taken from the same source(s) will almost certainly be on future tests.

Look at each item you got wrong. Why is it wrong? If you know why you made mistakes, you are unlikely to make the same ones in the future. Look at the overall pattern of your

errors. Did you make most of your mistakes on material from the lectures? Perhaps you need to improve your note-taking technique. Did your errors occur mostly on material from the readings? Perhaps you need to pay more attention to main idea clues and highlight text material more effectively. Were the questions you got wrong evenly distributed between in-class and reading material? Perhaps you need to learn to study more effectively, and/or to take steps to reduce test anxiety. Following these steps can make for more efficient use of textbooks, better note-taking, higher test scores, and better course grades.

A FINAL WORD

As you can see, the key to success lies in becoming an active student. Managing time, questioning at the start of lectures, planning effective measures to increase test scores, and using all aids available to make reading and study easier are all elements in becoming an active student.

The Study Guide and Practice Tests for this textbook have been specially designed to help you be that active student. Being passive may seem easier, but it is not. Passive students spend relatively similar amounts of time but learn less. Their review time is likely to be inefficient. Their test scores are more frequently lower—and they usually have less fun in their classes.

Active students are more effective than passive ones. The danger in becoming an active student is that activity is contagious; if you become an active student in sociology, it is hard not to practice the same active learning techniques in English and math as well. Once you start asking questions in your textbook and using your Study Guide, you may find that you start asking questions in class as well. As you acquire a greater understanding of your subject, you may find that you enjoy your class more—as well as learn more and do better on tests. That is the real danger in becoming an active learner. It is a challenge we strongly encourage you to meet.

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